

Lesson Plan – Prompting with Art

Format

Competence

1. Creating with Media
2. Operating Software

Topic

Prompting by looking closely at art

Lesson Objectives

1. Understanding AI Prompts: Students can explain what AI prompts are and why they are crucial when working with AI models for text and image generation.
2. Formulating Effective Instructions: Students can formulate clear, effective instructions in their prompts to achieve specific results.
3. Critical Thinking: Students can analyze and describe the impact of small changes in instructions on the output.
4. Self-reflection: Students can reflect on the importance of understanding AI prompts.

Duration: 60 minutes

Level | Vocational Education

Materials:

- Screen/projector
- Personal device
- Accounts on ChatGPT & DALL-E
(alternatively, you can also use the free version of StableDiffusion)

Suitable for:

- Media Literacy
- ICT
- English Language
- Citizenship

Deliverables

An ai generated version of a famous artwork and a prompt for a scene from a movie.

Initial Situation

Most students are likely already using ChatGPT & DALL-E, but whether they are using this tool effectively to achieve their intended results is questionable. Students probably underestimate the importance of writing clear, comprehensive instructions or prompts.

The goal of this lesson is to provide teachers with a structured approach to teach students how to write effective AI prompts for text generation using AI models, with a special focus on using art (paintings and films) as inspiration.

Preview | 15 min.

- Prior knowledge
- Instruction

Start with an activating question: who among you uses ChatGPT? Ask further: what do you use it for, and how do you do it exactly?

Next, explain the basic concepts of AI prompts and their importance in guiding AI models for text and image generation. Emphasize the purpose of the lesson to teach students how to use instructions and context effectively.

Show and discuss some examples of prompts and the corresponding generated results. Show how instructions and context influence the generated text. You can do this by using ChatGPT & DALL-E live on the screen. Have students create their own accounts if they don't already have them.

<p>Execution 40 min.</p>	<p>Basic Assignment</p> <p>Next, display Johannes Vermeer's "The Milkmaid" (or any other open access famous artwork) on the screen and give the first assignment:</p> <p>"Write a DALL-E prompt that should result in the painting 'The Milkmaid.'"</p> <p>Tell students to look closely to write the most specific prompt possible. Students are not allowed to use the actual painting's title in their prompt but can use the artist's name.</p> <p>Feel free to choose another artwork if it better suits your teaching practice.</p> <p>Discuss the results of this assignment to help students understand how instructions affect the output. You can do this by displaying some students' results on the screen and collectively making the prompt more specific.</p>
	<p>Simplified Assignment - Additional Explanation</p> <p>If students struggle with this assignment, it may help to use a fill-in-the-blank sentence. For example:</p> <p>"Give me a painting in the style of Johannes Vermeer of a ____ who _____. In the room, you see _____. She is dressed in a ____ with the following colors: _____."</p>
	<p>Advanced Assignment</p> <p>Continue with the second assignment: "Choose your favorite movie and write a prompt that generates an iconic still image resembling a scene from that movie." Emphasize the importance of capturing the</p>

	<p>atmosphere and essence of the film in the prompt. You can also discuss these prompts as a class by displaying them on the screen.</p> <p>Facilitate a discussion in which students share and compare their results for the second assignment. How did different prompts affect the generated texts? What have they learned about writing effective instructions?</p> <p>Present and discuss some useful tips for writing effective prompts, such as using specific details, highlighting key features, and experimenting with different phrasings.</p>
<p>Review 5 min. - Reflection</p>	<p>Conclude the lesson by having students reflect on the importance of these skills and how they could be helpful in their professional practice. You can use the "think-share-exchange" activity:</p> <ol style="list-style-type: none"> 1. Pose the question to students about how they can apply this skill in their professional practice. Let them think about it individually. 2. Have them share their answers with a partner. 3. If necessary, allow students to adjust their answers. 4. Ask a few students to share their answers with the class. 5. Discuss any differences between students' answers if needed.